

NAEP Results

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- NAEP questions to test your knowledge compared to that of the nation's students; and
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For more information about NAEP, go to <http://nces.ed.gov/nationsreportcard/>



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Online Resources

Sample Questions Booklets

Examine the types of questions students will be answering.

<http://nationsreportcard.gov>

Content Area Frameworks

Frameworks guide the development of the NAEP assessment and determine the content to be assessed.

<http://nationsreportcard.gov>

Information for Educators

Create your own NAEP test and see what students know and can do.

<http://nationsreportcard.gov/educators.asp>

Information for Students

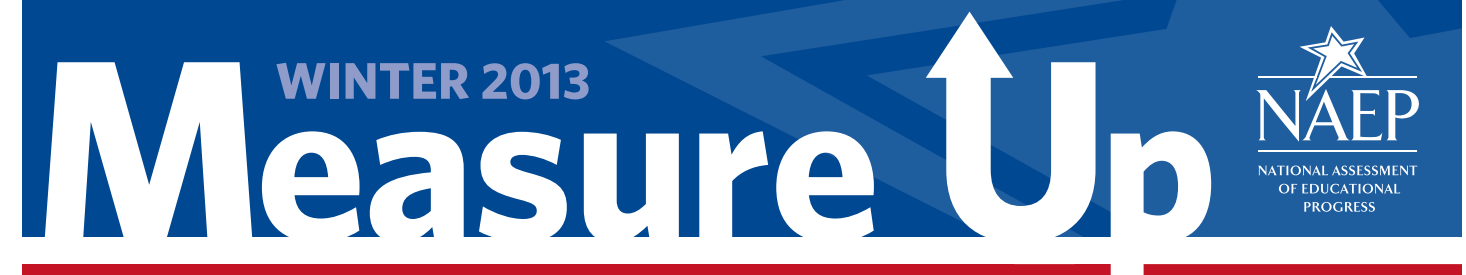
Allow students to test themselves using NAEP questions.

<http://nationsreportcard.gov/students.asp>

Data Tools

Explore NAEP results with online data tools.

http://nationsreportcard.gov/data_tools.asp



Assessment news for middle school teachers

A New Generation of Science Assessment

Science education is not just about learning facts in a classroom—it's about doing activities where students put their understanding of science principles into action. That's why two unique types of activity-based tasks were administered as part of the 2009 National Assessment of Educational Progress (NAEP) science assessment. In addition to the paper-and-pencil questions, fourth-, eighth-, and twelfth-graders also completed hands-on and interactive computer tasks. These tasks help us understand not only what students know, but how well they are able to reason through complex problems and apply science to real-life situations. While performing the interactive computer and hands-on tasks, students manipulate objects and perform actual experiments, offering us richer data on how students respond to scientific challenges.

Here's what we learned about student performance across the tasks on the NAEP interactive website: http://nationsreportcard.gov/science_2009/.

Explore the Tasks

Students were **successful** on parts of investigations that involved limited sets of data and making **straightforward observations** of that data.

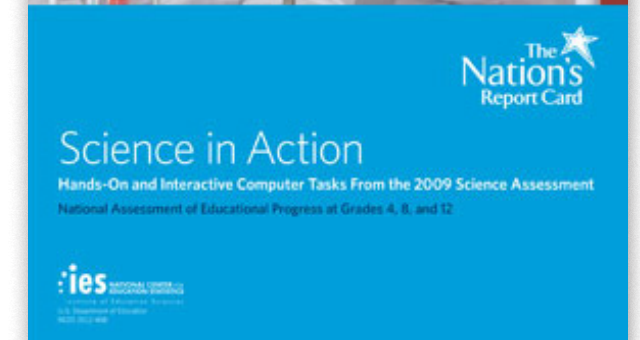
1

Students were **challenged** by parts of investigations that contained **more variables** to manipulate or involved strategic decision making to collect appropriate data.

2

The percentage of students who could **select correct conclusions** from an investigation was higher than for those students who could select correct conclusions and **also explain** their results.

3



The Importance of Inclusion

The responses of students with disabilities and English language learners on NAEP represent those of hundreds of other similar students. Without them, information about how to best meet the educational needs of these students would be lost. NAEP incorporates inclusive policies and practices into every aspect of the assessment, including selection of students, participation in the assessment administration, and valid and effective accommodations. Such best practices are essential to ensuring an inclusive assessment that yields meaningful NAEP results for all students with disabilities and English language learners. By representing their peers across the nation on NAEP, students with disabilities and English language learners help to ensure that NAEP results can be used to inform efforts to improve educational programs.

Many students with disabilities and English language learners are able to participate in the assessment

administration alongside their peers. Participating in NAEP allows students with disabilities and English language learners to experience a large-scale assessment administration without high-stakes consequences. Since NAEP does not produce scores for individual students or results for schools, participation in NAEP is not tied to grades or evaluations of students, teachers, or schools.

Students with disabilities and English language learners are provided with testing accommodations so that they can demonstrate their content knowledge and skills on NAEP. NAEP offers a comprehensive set of accommodations to increase access to testing for students with disabilities and English language learners. To ensure that appropriate accommodations are determined for individual students, NAEP relies on school staff to make inclusion and accommodations decisions for those students selected for the assessment.

Percentage of fourth- and eighth-grade public and nonpublic school students with disabilities (SD) and/or English language learners (ELL) identified, excluded, and assessed in NAEP reading, as a percentage of all students, by grade and SD/ELL category: Various years, 1992–2009

Grade and SD/ELL category	Accommodations not permitted			Accommodations permitted						
	1992	1994	1998	1998	2000	2002	2003	2005	2007	2009
Grade 8										
SD and/or ELL										
Identified	10	13	12	12	—	17	17	17	18	17
Excluded	7	7	6	4	—	5	5	5	5	4
Assessed	4	6	7	9	—	11	12	13	13	13
Without accommodations	4	6	7	6	—	8	7	7	6	5
With accommodations	†	†	†	2	—	4	5	6	6	8
SD										
Identified	8	11	10	10	—	12	13	12	12	12
Excluded	5	6	5	3	—	4	4	4	4	3
Assessed	3	5	5	7	—	8	9	8	8	9
Without accommodations	3	5	5	5	—	5	4	3	2	2
With accommodations	†	†	†	2	—	3	5	5	6	7
ELL										
Identified	3	3	3	3	—	6	6	6	6	6
Excluded	2	1	1	1	—	2	1	1	1	1
Assessed	1	1	2	2	—	4	4	5	5	5
Without accommodations	1	1	2	2	—	4	4	4	4	3
With accommodations	†	†	†	#	—	#	1	1	1	1

— Not available. Data were not collected at grade 8 in 2000. † Not applicable. Accommodations were not permitted in this assessment year. # Rounds to zero.
NOTE: Students identified as both SD and ELL were counted only once under the combined SD and/or ELL category, but were counted separately under the SD and ELL categories. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Reading Assessments.

NAEP 2011 Writing Results

The NAEP Writing Achievement Levels

The 2011 NAEP computer-based writing assessment is the first large-scale national assessment to measure students’ writing using commonly available word-processing tools. A national sample of 24,100 eighth-graders responded to writing prompts designed to measure their ability to write for specified purposes (to persuade, to explain, or to convey experience) and audiences. A proficiency scale ranging from 0-300 with a mean of 150 was developed to report results for the new assessment.

- Female students scored 19 points higher on average than male students in 2011 at grade 8.
- Eighty percent of eighth-graders performed at or above the Basic level in writing in 2011.
- Twenty-seven percent of students at grade 8 performed at or above the Proficient level in writing.
- Three percent of eighth- graders in 2011 performed at the Advanced level.
- At grade 8, average writing scores were higher for Asian students than for other racial/ethnic groups.

<http://nces.gov/nationsreportcard/writing/cba.asp>

Specific definitions of the Basic, Proficient, and Advanced achievement levels for grade eight are presented in the table that follows.

Level	Definition
Basic	Eighth-grade students writing at the Basic level should be able to address the tasks appropriately and mostly accomplish their communicative purposes. Their texts should be coherent and effectively structured.
Proficient	Eighth-grade students writing at the Proficient level should be able to develop responses that clearly accomplish their communicative purposes. Their texts should be coherent and well structured, and they should include appropriate connections and transitions.
Advanced	Eighth-grade students writing at the Advanced level should be able to construct skillful responses that accomplish their communicative purposes effectively. Their texts should be coherent and well structured throughout, and they should include effective connections and transitions.

Grade 8 - <http://nces.ed.gov/nationsreportcard/writing/achieve.asp#grade8>

What Is The Nation’s Report Card?

The Nation’s Report Card informs the public about the academic achievement of elementary and secondary students in the United States. Report cards communicate the findings of NAEP, the largest continuing and nationally representative measure of achievement in various subjects over time.

Since 1969, NAEP assessments have been conducted periodically in reading, mathematics, science, writing, U.S. history, civics, geography, and other subjects.

By collecting and reporting information on student performance at the national, state, and local levels, NAEP is an integral part of our nation’s evaluation of the condition and progress of education. Only information related to academic achievement and relevant variables is collected. The privacy of individual students and their families is protected, and the identities of participating schools are not released.